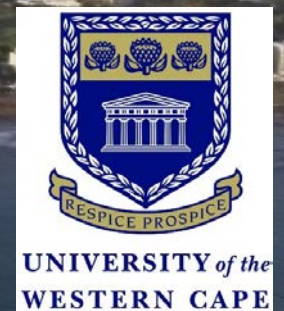


Bilingual learning materials for content and language learning in South Africa



Dr Robyn Tyler
16 July 2024
CLIL-ite seminar

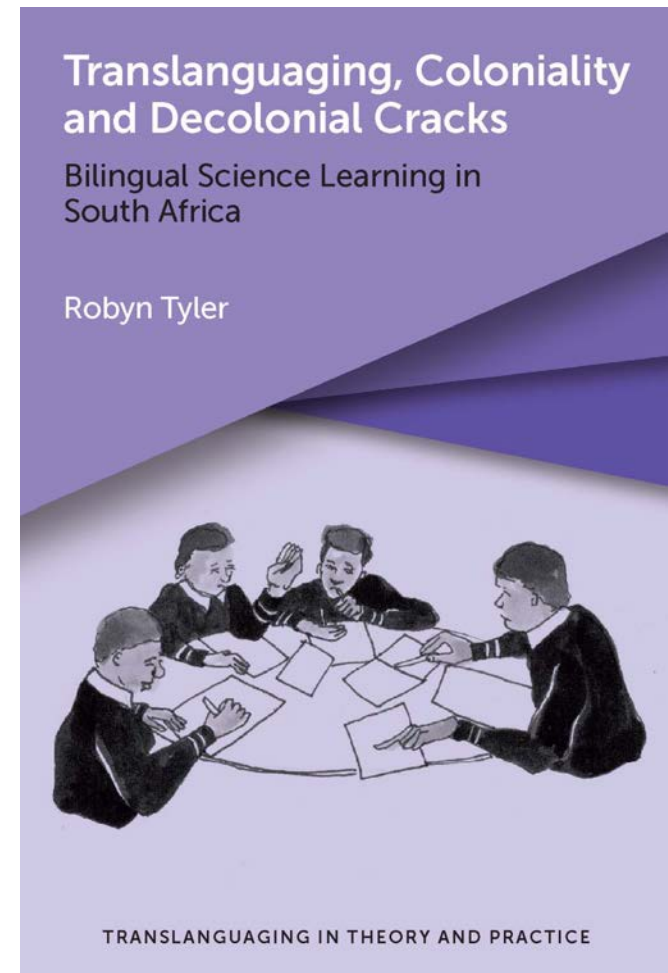




The University of the Western Cape
Established 1959



2016, Khayelitsha, Cape Town



South African context



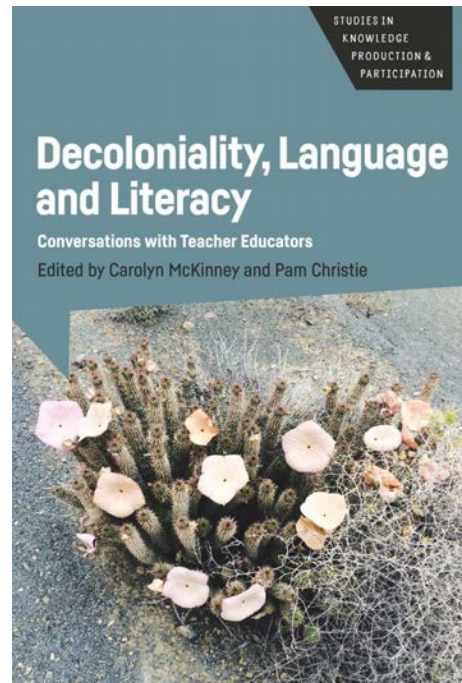
Time, 2021

- deep racialized inequality that *mirrors* North-South global inequality 30 years post-democracy
 - Manifests in/ sustained by untransformed, colonial schooling system with bimodal achievement distribution
- ‘The only kids who have mother tongue education from the cradle to the university are first language English speaking children and very many first language Afrikaans speaking children, which means that those who were advantaged before the fall of apartheid are still the advantaged after the fall of apartheid.’

Michelle Alexander, 2004

De/coloniality

**NGŪGĨ
WA THIONG'O**
Decolonising the Mind
THE POLITICS OF LANGUAGE
IN AFRICAN LITERATURE



- **Coloniality**: 'that which survives colonialism' (Maldonado-Torres, 2007)
- Key site of coloniality is **language**: 'In my view language was the most important vehicle through which that [colonial] power fascinated and held the soul prisoner. The bullet was the means of the physical subjugation. Language was the means of the spiritual subjugation' (Ngũgĩ wa Thiong'o, 1986)
- The work of **decoloniality** in language and literacy education and practices in post-colonial South Africa

Language use in 80% of SA classrooms

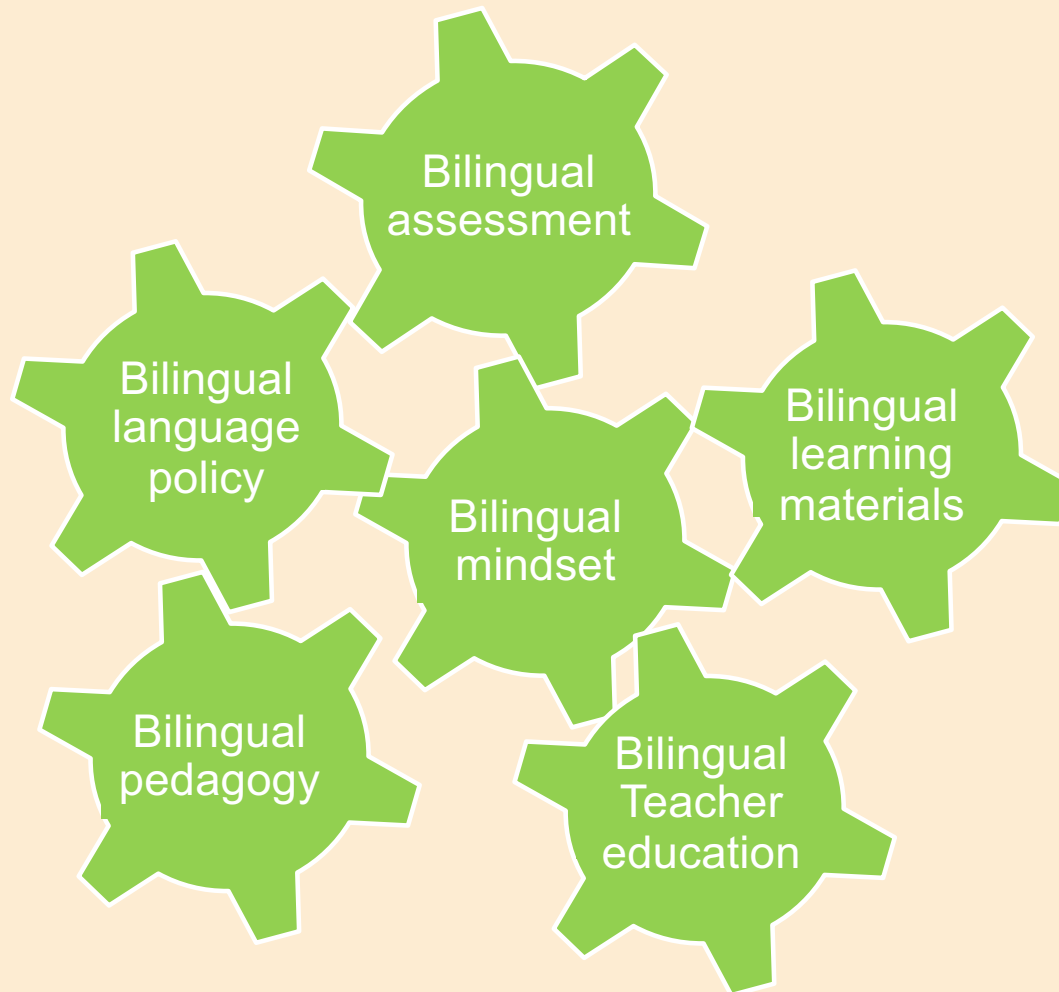
- **LiEP 1997**: enabling of multilingualism, but...
- majority of schools are officially **monolingual English LoLT** (or Afrikaans) from Year 4
- Children have learned English as a subject for 2-3 hours per week in Grade 1-3
 - written texts: **monolingual English textbooks and assessments** (as well as board notes)
 - oral discourse: bi/multilingual talk is normative
- **Emergent bilingual students** positioned as deficient monolinguals – same materials and assessments as English L1 students



Interventions and policy shifts

- Rich decades-long research literature in SA on covert code-switching, translanguaging and interventions with teachers (Probyn, Heugh, Alexander, Adendorff, Chick, Makalela, Guzula, McKinney, Tyler, Madiba etc.)
- Department of Basic Education announcement of the roll-out of Mother Tongue Based Bilingual Education from 2025





Holistic and systemic Bilingual Education



**IBanga lesi-4 INzululwazi
ngeNdalo neTeknoloji/
Grade 4 Natural Science
and Technology**



- Bilingual materials production (2022)
- Trialling in two Cape Town primary schools
- (2023-2025): Participatory Action Research
- Supporting DBE's MTBBE roll-out in 2025 and beyond

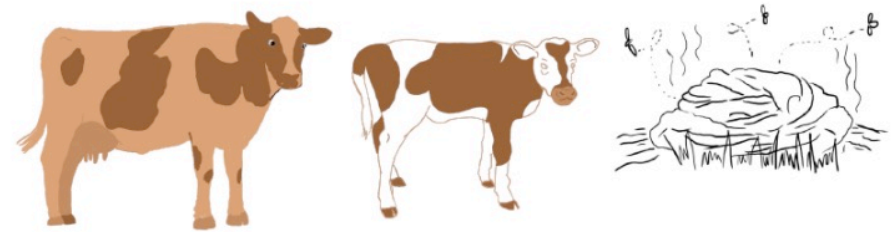


Fixed and fluid multilingual text



Sithetha ngantoni xa sisithi
living and non-living things?

Igama “living things” libhekisa kwizinto eziphilayo okanye ezazikhe zaphila while igama elithi “non-living things” libhekisa kwizinto ezingaphiliyo nezingazange zaphila. In English “living things” are things that live. In order for things to live, they have to do seven things. They must breathe (ziphefumle), grow (zikhule), eat (zitye), reproduce (zizale), move (zenze intshukumo), have senses (zibe neziva-mvo) and excrete (zikhuphe). These are called the **seven life processes**. “Non-living things” are things that have never lived, azizange ziphile Let’s learn some more...



Inkomo/Cow, lthole/Calf, ubulongwe/cow dung

Glossary

suitable conditions
Biology
Biologist
once-living

imeko ezifanelekileyo
iBayoloji
iBiologist/iBayolojisti
into eyayikhe yaphila

Early teacher responses

T1 Mr Mohau: because if the learners master, and then they are good in English, they understand that means I can use this one (English) for those ones and then there are those that are still struggling maybe, I can try to use that one (bilingual)

T2 RT: ok, Mr Kwezi would you do the same?

T3 Mr Kwezi: I would do the same ja, I can use this one (bilingual) as a low level, if I may put it that way

T4 RT: so Xhosa is the low level hey?

T5 (all laugh)

T6 Mr Kwezi: let's say that

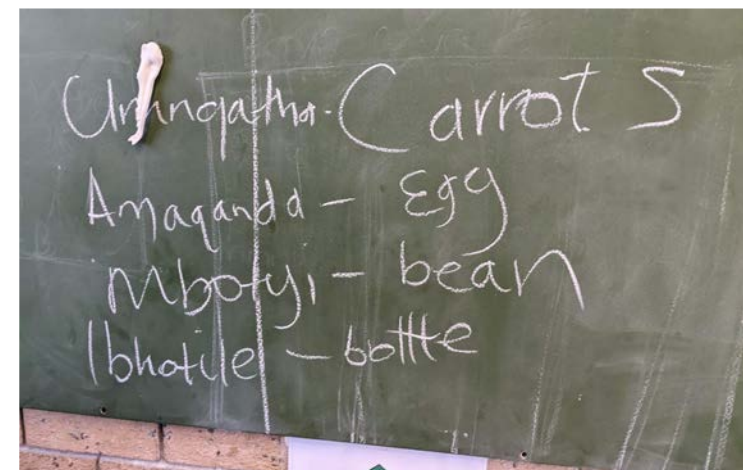
T7 Ms Azania: slow slow learners



Multilingual text practices



Bilingual text practices









Bilingual writing practices

26 January 2023

Activity 3

Look at the pictures below and decide whether ezi zinto zivaphila, aziphili.


Living things/ivaophila	Non living things/ayiphili	Once alive/yay/khe yaphila
 Horse	 Chair	 Pumpkin seeds
 Parrot	 Book	 Bicycle

Seven life processes

1. Breathing - IyaphaFuMla
2. Feeding - Iyatya
3. ReProducing - Iyazala
4. Moving - ukushukuma
5. Growing - ukukhula
6. Excreting - ukukhuPha
- * sensing

Bilingual assessment

QUESTION 4
Read the scenario below and answer the questions that follow:




Jackie put her seedling in the fridge, Zack put his under his bed and Bongi put hers on the window sill.

4.1 Which seedlings will grow the best? Give a reason (2)

the one of the reason in the fridge because it gets

English only test

Funda imeko engezantsi uze uphendule imibuzo elandelayo.
Read the scenario below and answer the questions that follow:



UJackie ubeka izithole zakhe kwisikhenkcezisi (fridge), uZack wabeka ezakhe ngaphantsi kwe bhedi noBongi wabeka ezakhe efestileni.
Jackie put her seedlings in the fridge, Zack put his under his bed and Bongi put hers on the window sill.

4.1 *Zeziphi izithole ezizokhula kakuhle? Nika isizathu.*
Which seedlings will grow the best? Give a reason. (2)

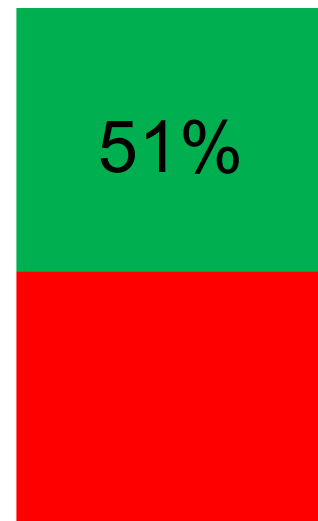
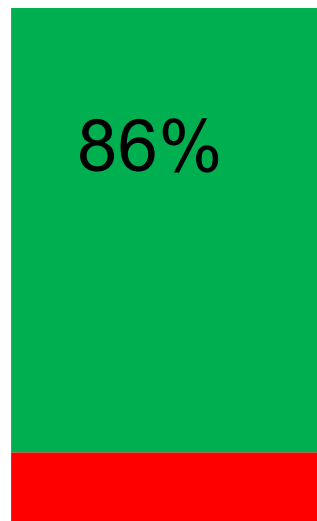
Zizi thole ziBongi

Kuba isefestileni and kukho ithuba elinobushushu

Bilingual test

Bilingual test

English test



Ideological shifts through multilingual text

Nam andifuni nophosisa ndandikwelaqela lotitshala abangayiva ncam lencwadi uqala kwabo ulantuka uqala kwayo uku introduswa. Kodwa ndithe once ndiyisebenzise eclassini yenze umsebenzi wam walula lencwadi ke iteach ngeSixhosa kunye nange nange english, yi English kunye nantoni nesiXhosa. So indenze ndibone abantwana benomdla kakhulu ibenze iinterest abantwana kakhulu ngoba ke omnye umntana ebekwazi ukuhlala if yi english only.

...once bayibhuda bangabinamdla kwa grade 4 kobanzima ukuya kwezinye iigrade kunye nala science

I don't wanna lie I was also one of the teachers who didn't really understand this book when it was first introduced. But once I used it in class it made my work really easy for me in class, because it teaches Science in isiXhosa and English, in English and isiXhosa. So I started seeing my children being more interested, they were very interested, because I would see the child is confused when I was teaching in English only.

...once they lose interest in Grade 4 it will be difficult for them to carry on with science to other grades.

Parent focus group: Ms Azania, Grade 4 Science teacher

Ideological shifts through multilingual text

indenze ento ndanomdla
e-intombi yam ke ngumntu o lastarh (Ms Azania: curious)
ke nawthi nihamba nje ngemoto athi “uyayazi uba sitheni silapha esisihlahla?”
ndiphendule athi “hayi tata ayikho njalo, umiss Azania ebethe”
uyakuteach nje always
so bendingayazi kengoku uba ibangelwa yintoni
ndiyifumene kengoku namhlanje ireason yintoni ebangela lanto ithi siyahamba nje uyandifundisa.

this has made me really interested
my daughter is a person who is very forward/annoying (Ms Azania: curious)
even when we're driving she would ask "do you know why this bush is here?"
when I answer she'll say "no dad it's not like that, Miss Azania said"
so she always teaches you
so I didn't know what was causing that
but today I found out what was the reason of her always teaching me.

Parent focus group: Mr Dube, Grade 4 father



<https://bua-lit.org.za/project/isayensi-yethu/>

Guzula, X & Tyler, R. (forthcoming) Disrupting coloniality in Southern schooling: A decolonial lens on languaging in textbooks. In S. Bagga-Gupta (Ed) *Palgrave Handbook of Decolonizing Educational and Language Sciences*. Palgrave.

Tyler & McKinney (forthcoming) Crossing the text frontier: Teachers resisting African language texts for learning. *Reading and Writing*.

Enkosi!
Dankie!
Arigatō!
Thank you!



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